DOCUMENT RESUME

ED 275 410 PS 016 109

TITLE	The Foundations of a Developmental Early Childhood Program for Children, Ages 2 1/2-6.
INSTITUTION	Child Day Care Association of St. Louis, Mo.
PUB DATE	86
NOTE	27p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Costs; *Developmental Programs; *Early Childhood Education; *Educational Equipment; Educational Objectives; Guidelines; Infants; *Learning Centers (Classroom); *Program Development; Toddlers; Toys

ABSTRACT

Compiled are three related sets of materials: (1) a discussion of the foundations of a developmental early childhood program for children between 2 1/2 and 6 years of age; (2) guidelines for planning activity areas and providing equipment for children in the early childhood program; and (3) an inventory with approximate prices of equipment and toys appropriate for infant/toddler programs. The first set of materials states program requirements and then outlines components of a developmental program, discusses the goal and operation of such a program, and explores problems commonly encountered in program implementation. The second set provides suggestions for block, dramatic play, sensory play, art, construction, library, manipulative, music, and gross motor areas, and for equipment intended for use throughout the center. Information in the third set was compiled from various catalogs. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED275410

THE FOUNDATIONS of a DEVELOPMENTAL EARLY CHILDHOOD PROGRAM for CHILDREN, AGES 2 1/2 - 6

Child Day Care Association
915 Olive, Suite 913, St. Louis, MO 63101
241-3161

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

THE DEVELOPMENT AND IMPLEMENTATION OF A HIGH QUALITY EARLY CHILDHOOD PROGRAM REQUIRES:

Active leadership with good management and communication skills and a sound knowledge of child development.

Recognition of the essential role of parents in the care and education of their children.

An adequate financial base.

An organized, well planned and regularly implemented, developmentally appropriate curriculum, based on children's active learning styles.

An understanding that children are to be treated as individuals rather than as members of a group.

Adequate, appropriate equipment and supplies.

Systematic on-site staff supervision and in-service training geared to the program's curriculum and to teacher strengths and needs.

I. COMPONENTS OF A DEVELOPMENTAL PROGRAM

A. Staffing

1. The first necessity is a caring, thoughtful, intelligent group of teachers who respect the children and families with whom they work.

   a. Teachers talk with, listen to, play with, observe, guide and encourage, and plan for and with children throughout the day.

   b. Teachers receive appropriate supervision and on-site training on a regular basis. Education in child development is essential.

2. A sufficient number of adults must be available to each group of children. The regular teaching staff must, at a minimum, meet licensing requirements for staff/child ratio.

MO Licensing		IL Licensing	
1:8	- two year olds	1:8	- two year olds
1:10	- three and four year olds	1:10	- three and four year olds
1:15	- five and up	1:20	- five and up
1:10	- mixed ages (2 and up) with no more than four, two year olds.	1:8	- mixed ages (2 and up)

PS 016109

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Child Day Care Association
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

3. The same teachers should be consistently assigned to the same small group of children.

B. Group Size

Group size is a very important element in providing positive experiences for children. Our experience shows that total group size should not exceed the following maximum numbers:

16 children - two year olds
20 children - three and four year olds
20 children - three, four and five year olds
25 children - five and up

Whenever possible, groups should be further divided for activities.

C. Indoor and Outdoor Space

Adequate indoor and outdoor space to house the program and to meet the needs of children and staff is necessary.

D. Equipment

Equipment which is thoughtfully selected, developmentally appropriate, adequate and varied, and in good condition, as well as suitable supplies are needed for activities. See Equipment List.

II. THE GOAL OF A DEVELOPMENTAL EARLY CHILDHOOD PROGRAM IS TO SERVE FAMILIES AND TO PROVIDE FOR THE NEEDS OF INDIVIDUAL CHILDREN

A. The needs of children are usually defined as:

1. Physical

2. Social/Emotional

3. Intellectual, including Communication

There are many excellent resources which carefully define developmental stages and expectations for children.

Please refer to information from:

National Association for the Education
of Young Children (NAEYC)
1834 Connecticut Ave., N.W.
Washington, D.C. 20009-5786

B. Families should be served in a manner which encourages their interest and involvement with their children. Programs should:

1. Recognize parents as the most important people in their children's lives.

2. Maintain a confidentiality that fosters trust.

3. Provide the opportunity for parents to visit at any time and without prior arrangements.

4. Support parents in learning about their children and about normal child development.

5. Encourage parent involvement in a wide variety of ways.

6. Provide for conferences, as well as informal means of regular communication.

7. Relate center life to family life.

8. Provide current information about program, nutrition, class activities and schedules and community resource.

9. Provide appropriate referrals when necessary.

III. THE OPERATION OF A DEVELOPMENTAL PROGRAM

A. The Role of Teachers

1. Teachers are responsible for treating children and their families with respect.

2. Teachers are responsible for listening to, talking with, playing with, observing, guiding and encouraging children throughout the day.

3. Teachers are responsible for attending to health and safety, both indoors and outdoors.

4. Teachers are responsible for planning appropriate activities, space utilization and scheduling.

5. Teachers are responsible for planning for routines that are responsive to both individual and group needs.

6. Teachers are responsible for observing the children and knowing their interests, strengths and needs. They should assess and record children's progress along the developmental continuum, based on their observations rather than formal testing procedures.

7. Teachers are responsible for seeking additional resources when children's individual needs are beyond their expertise.

8. Teachers are responsible for holding regularly scheduled parent conferences as well as communicating with parents on an informal day to day basis.

9. Teachers are responsible for supervising aides, assistants and volunteers as they function in the program.

B. Space Utilization

The room or space used by each group should provide interest centers so that children may develop and pursue their own interests. Children need to interact with each other to learn to share, to refine language, to test and correct their ideas, to develop skills and problem solving abilities, and to increase their ability to attend for increasingly long periods of time.

1. An art area with an easel, arts and craft materials and space to use these. Two kinds of storage should be provided in this area. Materials to be dispensed by teachers should be stored so as to be immediately accessible to adults but not to children. Low shelves should hold a variety of materials from which children can freely choose throughout the day.

2. A block area with protected space for building with blocks and shelves for storing an adequate number of blocks and a variety of accessories.

3. A dramatic play area with a variety of suitable furnishings and props attractively displayed and changed on a regular basis.

4. A manipulative area with shelves, a variety of manipulatives and table toys, and a table or rug space.

5. A book area with many appropriate books, displayed so that children can see and use them, and cushions or a rug to sit on.

6. A sensory table or dishpans and equipment for play with continuous material such as water, sand, oatmeal, cornmeal or rice.

7. An area indoors and/or a playground so that every child has the opportunity to develop physical skills and to release pent-up energy every day. A variety of stationary equipment suitable to the ages of the children should be provided. Portable equipment should be varied from day to day.

8. The predominant displays in the classroom should be comprised of the children's own work. Commercial and teacher made materials should be avoided. Other material displayed should include the current schedule and plans.

C. Structuring Time

1. Planning should provide age appropriate activities to be implemented throughout the day. Specific activities should be identified in all areas and the necessary materials prepared ahead of time.

   a. Opportunity to play in water, sand or other continuous materials.

   b. Plenty of time to build with blocks, use the dramatic play area, look at books and play with manipulatives.

   c. Opportunity to use art materials in an exploratory and creative manner.

   d. Daily gross motor experiences.

   e. Groups for songs, fingerplays and circle games.

   f. Small groups for reading books, stories, conversation and other activities.

   g. Additional activities such as cooking, woodworking, nature study and games should be provided frequently.

2. Scheduling must support the plans for activities and change to meet the needs of individual children and of the group.

   a. There must be active and quiet periods, child chosen and teacher directed activities, and small group, large group and individual activities. The younger the child the more time is necessary for individual choices.

   b. The day should be scheduled to include:

      (1) Periods which allow children to choose from a variety of planned and unstructured materials and activities in interest/learning centers. These periods should generally be one hour or more in length followed by about ten minutes for cleanup. Warning should be given before the end of these periods to allow children time to complete their activities and cleanup.

      (2) Small group times of suitable length. The guidelines are: approximately five minutes for two year olds; five to ten minutes for three year olds; ten to fifteen minutes for four and five year olds; and up to twenty minutes for kindergarten age children. If an activity is so interesting that children remain involved when it is clear to them that they may leave it, exceptions may be made. Options should be made available for children who are not able to participate in group activities either for reasons of immaturity or emotional disturbance.

(3) Gross motor periods should be more than thirty minutes long. These should be scheduled out of doors except in cases of inclement weather.

3. Theme planning may be used to spark ideas and provide a focus for activities but should not dictate all other planning. Theme planning should rarely be center wide. An over emphasis on holidays or ceremonies, such as graduation, should be avoided and time limited. Children's individual interests should be capitalized upon in planning experiences.

D. Routine Activities

Arrival and departure, meals, naps and toileting occupy a substantial part of the child's day. Planning for these should be responsive to both individual and group needs. Creation of a comfortable and pleasant atmosphere during these is essential.

IV. COMMON PROBLEMS

Many activities involve inappropriate expectations and so do not lead to wholesome development.

A. Requiring children to sit at tables or in chairs for long periods of time is inappropriate. No child should be required to sit at a table except for meals. Many activities may induce children to sit at tables but this should be because they are interested and involved, not because they are required to do so.

B. Waiting and lining up increase stress in young children as well as teachers and should be avoided.

C. Teaching numerals and letters requires knowledge of proper techniques and of the physical and mental abilities which the children possess. Two year olds are not ready for this in any form. Three year olds enjoy seeing their printed names and will learn to recognize their own and often those of their classmates. Four year olds may begin to show an interest in letters as they appear in words since single letters do not carry meaning even for them. Five year olds in kindergarten may be ready for beginning instruction with the use of a well structured curriculum taught by a qualified teacher.

Children love to rote count, even two year olds, but can be expected to really understand only the number of objects which corresponds to their age. Practice in counting of objects is enjoyable but until this skill, as well as one to one correspondence (as fostered in such activities as table setting), understanding of such concepts as "big and little" and "more and less", the ability to sort by size and shape, and other underlying skills are mastered, children do not understand the use of numerals.

D. Understanding of the conventions of time measurement, such as the calendar, is rarely developed during the preschool years. For this reason instruction in such conventions should not be a part of the program before kindergarten.

E. It is not acceptable to use dittoes or outline drawings for coloring and craft projects which require every child to make an item just like the teacher's. While art activities serve to develop many skills, their major purpose is to allow children to develop their own ideas, experiment with materials and effects, and to be creative. Use of adult models, such as dittoes, coloring pages, etc., prevent this. Such models also destroy a child's self esteem because they indicate that only adult products are worthwhile. Children's own art should be appreciated and displayed throughout the center.

F. Guidance which emphasizes competition and the use of symbolic or material rewards such as candy or stars, extensive use of time out chairs, nagging, yelling, threats, ridiculing, and statements such as "do it for me" should be avoided. All forms of corporal punishment are illegal. Other less obvious forms of correction such as yanking and dragging are unacceptable.

G. Lack of consistency in expectations and unfair treatment (either favoring or scapegoating) of particular children is destructive to the relationships between children and teachers.

Copyright © 1986 by the Child Day Care Association of St. Louis

Child Day Care Association
915 Olive Street
St. Louis, MO 63101
(314)241-3161

All equipment and materials should be:

Suitable in size and scale.
In good condition, clean and complete.
In sufficient quantity.
Expanded as children's interests and abilities develop.

Equipment and materials for children's use should be stored in an orderly fashion on low shelves so that they may be obtained and put away without adult assistance. Labeling of shelves with pictures or symbols helps children to keep areas orderly and also provides experience with the use of symbols. Accessories in all areas need to be rotated and expanded on a regular basis.

The interest areas, equipment and materials described are for each classroom of children. This list should not be considered all inclusive.

BLOCK AREAS

UNIT BLOCKS

Equipment

unit blocks, a complete set of approximately 350 pieces.
shelves.

Accessories

people, animals (zoo, farm, prehistoric), cars, trucks, trains, tractors, planes, boats, paper strips, scarves, rug pieces, cardboard boxes, large sheets of paper for mapping, small cubes and other small shape blocks, construction paper shapes for lakes and rivers, traffic signs, pulleys, string.

LARGE BLOCKS

Equipment

large blocks of wood and/or plastic, foam and cardboard, complete sets.

Accessories

fabric, blankets, rug roll, rug squares, sheets, cardboard rolls, boxes, rope, pulleys, boards, steering wheel, traffic signs.

Access to: dishes, dress-ups, hats, pieces of hose, dolls, stuffed animals.

DRAMATIC PLAY AREA

This area may shift and may include large muscle equipment, blocks, workbench and/or tables.

HOUSEPLAY

Equipment

Kitchen: table and chairs, stove, refrigerator, cupboard, sink, ironing board, shopping cart.

Bedroom: doll bed or cradle, rocker, mirror, shelf, chest of drawers.

Accessories

Kitchen: tablecloth or placemats, dishes, pots and pans, eating and cooking utensils, groceries, napkins, potholders, phones, broom, dustpan, iron, plastic foods, picnic basket, dish drainer.

Bedroom: dolls and doll clothing, soft animals, pillows, dress-ups, hats, purses, phones, suitcases, doll blankets.

OCCUPATIONAL ROLE PLAY

Equipment

tables, shelves, puppet stage and puppets, chairs, crates.

Accessories

prop boxes for barber/beauty shop, shoe store, department store, grocery store, restaurant, bakery, fire station, police station, doctor's office, service station, post office, hardware store, dance studio, garden store, airplane, train, circus.

OTHER PLAY SITUATIONS

beach, camping, flea market, garage sale, weddings, funerals.

SENSORY PLAY AREAS

* WATERPLAY

Equipment

watertable, baby bathtub, wash tub, dish pans, pail, sink, plastic wading pool, aprons.

Accessories

plastic bottles, tubes, funnels, hoses, basters, measuring cups and spoons, dolls, doll clothing, boats, sprinkler heads, corks, spools, brushes, straws, bar soap, food coloring, objects to float/sink, eye droppers, squeeze bottles, strainers, containers with holes.

* *Caution:* *Water must be changed daily or more frequently. Equipment must be dried to prevent growth of bacteria and molds. A dish drainer is useful for this.*

MEASURING AND POURING PLAY

Equipment

sand table, wash tub, large cardboard box, plastic wading pool, dish pans.

* Materials

sand, seeds, rice, cornmeal, beans, gravel.

Accessories

measuring cups, spoons, small pitchers, sifters, strainers, funnels, dishes, pots and pans, animals, farm and road machinery, cars, trucks, trains, shovels, rakes.

* *Caution:* *Small items likely to be mouthed or poked into orifices should be avoided in groups where this is a concern. In any case, styrofoam pieces should not be used.*

ART AREA

Equipment

easels or wall surfaces where paper may be hung, drying rack, skirt hangers or line with clothespins, tables with washable surfaces, aprons, pails, sponges, enough for children to help in cleaning up.

Tools

Paint and Color: brushes of various sizes and widths, including long and short handled school brushes, adult paint brushes, toothbrushes, sponges, flat sponge with clip clothespin handles, sponges cut in various shapes, swabs, eyedroppers, string or yarn, straws, flat sticks (e.g., pieces from bamboo shades), shake bottles.

Paste and Glue: margarine tubs, popsicle sticks, tongue depressors, squeeze bottles.

Dough and Clay: rolling pins or block cylinders, cookie cutters, straws, shells, bottle lids, balance or scale, wire, toothpicks, tongue depressors, plastic knives.

Blunt Scissors: that really cut, both right and left handed.

Punches

Staplers

Materials

Paper: newsprint, newspapers, construction paper (various colors and sizes), fingerpainting paper, tissue paper, cellophane, crepe paper, brown bags, paper towels, wall paper.

Paint and Color: powdered or liquid tempera, fingerpaints, magic markers, chalk, water colors, food coloring, crayons, fabric softener, liquid detergent, liquid starch.

Dough and Clay

Cardboard:	pasteboard, corrugated, corrugated with one surface removed, boxes, tubes, fruit boxes.
Fabric:	burlap, cotton, satin, velvet, fake fur, corduroy.
Plastic:	egg cartons, vinyl wrap, meat or bakery trays, spools.
Wood:	squares or rectangles, scraps of various shapes and sizes, toothpicks, beads, spools.
Adhesives:	paste, glue and tape, masking, transparent and fabric.
Miscellaneous:	starch, cornstarch, flour, salt, sugar, baby oil, alum, cornmeal, seeds, shaving soap, cereals, leaves, flowers, grass, egg shells, pasta, soap, detergent, buttons.

CONSTRUCTION AREA

Equipment

commercially made bench or an old table cut down in height or a large tree stump or log.

space to store and display tools.

* Tools

hammers, saws, vise, hand drills, pliers, t-square, levels, clamps, measuring tapes, rulers, scissors, stapler, sanding block.

* *All tools should be good quality, adult sized.*

Materials

soft wood (pine) scraps, nails of various sizes, nuts and bolts, sandpaper, bottle and jar lids, rubber bands, yarn and string, fabric, paint, spools, telephone wire, cardboard boxes, wall paper, glue.

LIBRARY AREA

Space used for this area should provide quiet and seclusion.

Equipment

display rack, cushions, rugs, rocking chairs or bean bag chairs, view master, listening station.

* Materials

an ample supply of picture and story books.

* *Books must be suitable to the ages of the children and in good condition.*

MANIPULATIVE AREA

Equipment

shelves, table or rug, labeled containers for each item.

Materials:

beads, large and small
balancing toys
nesting toys
nuts and bolts
doll house, furniture and people
dominoes
stacking toys
table blocks
small cars and animals
games
puppets
poker chips
1 inch cube blocks
shape sorting toys
little village
flannel board
puzzles
parquetry blocks
construction toys such as:
lego (2 sizes), snap blocks,
rig-a-jigs, bristle blocks
playing cards
lacing cards
peg boards and pegs,
large and small

MUSIC AREA

Equipment

* record player and records, tape recorder and tapes.
rhythm instruments: pairs of sticks, tambourines, triangles with strings and beaters, drums, jingle bells, pairs of cymbals, and sandblocks.

* *These should be used only as part of planned activities and not left on throughout the day.*

Accessories

scarves, ribbons, streamers, and costumes.

GROSS MOTOR AREA

Resilient material is necessary under gross motor equipment both inside and outside.

Equipment

- climbing equipment, age appropriate
- tumbling mats
- inner tubes and tires
- sawhorse and trestles/planks
- wooden rocking boat/stairs
- balance beam
- riding toys, age appropriate
  - tricycles
    - (12" for children, ages 3-4)
    - (14" for children, ages 4-6)
  - scooters
- wagons
- wheelbarrows
- doll buggies
- barrels
- kangaroo ball
- snap walls
- slide
- sand box and digging tools
- hollow blocks
- tunnels
- large wooden boxes/crates
- balls in variety
- ropes, hoops, streamers
- plastic water slide
- hose and sprinkler
- giant construction set
- bean bags and targets

GENERAL EQUIPMENT TO BE USED THROUGHOUT THE CENTER

These items are especially useful in planning for math and science experiences.

- terrarium
- scales
- mirrors
- magnets
- aquarium
- ant farm
- prisms
- magnifying glasses
- animal cages
- cash register
- color paddles
- thermometers
- padlocks and keys
- meter and yard sticks
- motors
- pulleys
- cooking equipment
- flashlights

Copyright © 1986 by the Child Day Care Association of St. Louis

CHILD DAY CARE ASSOCIATION
915 Olive Street
St. Louis, MO 63101
(314) 241-3161

INFANT/TODDLER PROGRAMS

Equipment/Toys Inventory With Approximate Prices
Effective July, 1986

The caregiver is the most important component in a setting which cares for very young children, rather than the toys. The ability of a caregiver to be consistently alert, supportive and responsive to each of her infants/toddlers (no more than 3 or 4) is the key to a satisfying group setting for very young children. This, in turn, is supported by capable center leadership with good management practices. Providing a comfortable environment with adequate, appropriate, equipment and toys for infants and toddlers supports both children's growth and development and job satisfaction for their caregivers.

This list was compiled from the following catalogues; no endorsement is implied:

Childcraft
Children's Factory
Community Playthings
Environments, Inc.
Kaplan
Lakeshore
Toys To Grow On

INFANT EQUIPMENT		COST PER ITEM	
for 8 infants, ages 6 weeks to 12 months			
8	cribs (with sheets and blankets)	$ 179.00	
8	bumper pads	17.95	
1	changing table	265.00	
	covered waste receptacles,	—	
	foot or elbow operated		
Comfortable seating for adults should include:			
1	rocking chair	85.00	
1	bean bag chair	40.00	
	or arm chair/sofa	—	
2	straight chairs	—	
	"Socket Lock-It" for every		
	electrical outlet	1.85	per dozen
1	"No-choke testing tube"	1.00	
4	high chairs	45.90	
	or locking "sassy seats"		
	or feeding tables	85.00	
16	plastic bibs	3.95	
4	"Educube" chairs	138.95	set of 4
1	small low table (for "sassy seats" if used)	90.00	
1	locker unit or other storage unit		
	for clothing	249.50	
	locking shelf units for toys		
	(toddler height)	279.00	
2	baby swings	72.50	

INFANT EQUIPMENT (Continued)		COST PER ITEM
1	adjustable walker	$ 40.00
2	"pumpkin" seats	26.50
2	bounce chairs	20.00
2	tandem strollers	130.00
2	infant front carriers	22.00
2	large vinyl covered mats	98.76
10	large beach towels	10.00
	several large washable pillows	——
1	set vinyl covered foam blocks	300.00
1	infant/toddler playhouse	230.00
1	"First-Step"	40.00
1	unbreakable infant mirror	58.00
2	dishpans for water play	3.00
1	record player or tape recorder (for occasional use)	——

Other very useful equipment includes:

water bed

vinyl covered foam pyramid with slide

microwave oven

small refrigerator

INFANT TOYS		COST PER ITEM
for 8 infants, ages 6 weeks to 12 months		
8	crib toy mounts	$ 16.95
	toys to put on mount:	
	mirror	11.00
	gym	12.00
	music box mobile	25.00
	activity center	15.00
2	"rainbow bars"	19.95
1	tracking tube	6.25
11	Johnson and Johnson toys	
	clear rattle	4.50
	visual display	6.17
	red rings	6.83
	peek-a-boo ball	7.17
	rolling circus	7.08
	spin a sound	8.50
	box and blocks	7.33
	fitting forms	7.33
	harbor village	6.83
	balls in a bowl	8.33
	stand up man	7.83
1	"wobble globe"	5.45
1	"floating family"	8.50
2	suction cup toys	7.95
1	set of boats	8.50

INFANT TOYS (Continued)		COST PER ITEM
1	set of vinyl farm animals	$ 2.95
1	"puzzle post"	6.75
2	stacking ring sets	3.50
1	set of cloth blocks	17.95
1	set of small soft tactile blocks	14.95
1	"first toys" set (12 toys)	12.50
1	"soft toys" set (7 toys)	11.50
1	"funshine" mirror	5.50
1	"air pressure activity center"	10.95
1	"hand pops"	22.95
1	"rhythm rollers"	19.95
1	"rhythm plays"	19.95
1	infant shape sorter	12.00
1	"eight in one play center"	9.95
1	"match and play center"	22.95
1	"baby's nibbler activity center"	18.95
2	baby dolls	8.00
2	"lolly dolls"	6.00
	balls, large and small	3.00
4	push toys without handles such as:	
	"roundabout"	9.09
	"magic man"	8.33
	"rolling mirror"	11.36
	"music roly poly"	3.80

INFANT TOYS (Continued)		COST PER ITEM
2	small pull wagons or walker wagons	$ 44.50
	colorful, safe household items such as wooden spoons and plastic containers with lids, fabric pieces.	——
Books for teachers to use should include those with nursery rhymes, finger games and songs.		
Books for infants to use:		
6	cloth books	8.95
6	Baby World board books	10.50
4	touch and feel books	4.50
Records or tapes for occasional use should include lullabies, classical music and children's songs.		

TODDLER EQUIPMENT		COST PER ITEM	
for 8 toddlers, ages 12 to 30 months			
8	junior cots (with sheets and blankets)	$ 31.00	
2	cribs (with sheets and blankets)	179.00	
1	changing table with steps	265.00	
	covered waste receptacles, foot or elbow operated		
2	toddler size toilets or 2 toilet adapters and steps	21.00	
Comfortable seating for adults should include:			
1	rocking chair	85.00	
1	straight chair	—	
1	bean bag chair	40.00	
	"Socket Lock-It" for every electrical outlet	1.85	per doz.
1	"No-choke testing tube"	1.00	
2	adjustable low tables	90.00	
1	high chair	45.90	
16	plastic bibs	3.95	
8	"Educube" chairs or other childsize chairs	138.95	set of 4
1	locker unit or other storage unit for clothing	249.50	
	several (depending on space) locking shelf units for toys (toddler height)	279.00	

TODDLER EQUIPMENT (Continued)		COST PER ITEM
1	large, low, water table	$ 112.50
or 4	individual tubs	12.00
1	portable sand box	84.00
1	low, double or triple easel	58.20
1	drying rack for paintings	31.25
8	waterproof aprons	3.50
1	rocking boat	97.50
1	tunnel	22.00
1	small slide or climber with slide	34.50
or	snap wall set with slide and tunnel	400.00
1	set of large vinyl covered foam blocks	299.00
8	riding toys	55.00
1	wagon	45.00
2	large vinyl covered mats	98.76
2	tandem strollers	129.95
or	wagon for six	415.00
1	toddler rocker	43.00
2	"push-alls"	49.50
several	large washable pillows	

TODDLER TOYS		COST PER ITEM
for 8 toddlers, ages 12 to 30 months		
Building toys and accessories		
1	set of cardboard blocks	$ 19.95
1	set of plastic blocks	79.00
1	bag of foam blocks	46.50
1	set of wetable foam blocks	16.00
1	wagon of blocks	6.50
1	set of tuff-tuff blocks	22.95
1	set of large legos	145.00
1	set of bunny builders	18.00
1	set of people	19.95
1	set of vinyl farm animals	14.95
8	small non-destructible vinyl cars and trucks	9.85
1	train set	20.00
1	boat set	8.50
1	house play set (e.g. Fischer-Price)	25.00
1	barn play set	36.00
1	school bus with people	10.46
1	airplane with people	8.75
Dramatic play equipment and toys		
1	cash register	12.77
2	telephones	9.95
2	shopping carts	6.00
1	sink unit	69.50
1	stove unit	69.50

TODDLER TOYS (Continued)		COST PER ITEM
1	refrigerator	$ 99.50
1	small table and 2 chairs	62.40
1	standing mirror - unbreakable	57.80
	dress-ups: hats, purses, shoes	
1	set of plastic fruits and vegetables	16.50
1	set of dishes	12.95
1	set of pots and pans	24.95
1	set of wooden spoons	2.00
4	washable dolls	5.00
4	washable stuffed animals with safe features, (e.g. no buttons)	5.00
1	set of hand puppets	20.00
1	doll bed with blankets	35.00
Gross motor play		
4	push toys with non-removable handles	10.00
4	pull toys	6.80
2	pounding benches	5.00
	variety of large and small balls	
Sand and water play		
2	sand/water mills	6.80
8	bucket and shovel sets	5.50
4	sifters	1.25
4	funnels	1.25
8	regular sash brushes (for water painting)	1.00
	variety of found items	
	sponges	

TODDLER TOYS (Continued)		COST PER ITEM
Manipulatives		
2	"busy popup boxes"	$ 12.00
2	shape boxes with blocks	14.95
2	"puzzle posts"	6.75
2	sets of snap-lock beads	3.85
2	stacking rings	16.50
1	set of spools for stringing	7.50
1	set of wooden nesting cubes	9.95
1	set of "link-up" builders	8.00
2	jumbo "playboards" (peg boards)	13.95
2	small "tactilmats" and easy-grip pegs	25.00
12	puzzles - some knobbed, 2 to 6 pieces, non-interlocking	4.20
4	interlocking puzzles 5-6 pieces	5.20
1	cogwheel board	17.50
1	match and play center	22.95

Art

large paper; short handled, thick bristled, paint brushes; tempera paint, paste, homemade fingerpaint, crayons, homemade play dough and other art materials, all non-toxic and too large to be placed in the nose or ears or choked on.

Books for teachers to use should include those with nursery rhymes, finger games and songs.

TODDLER TOYS (Continued) — COST PER ITEM

Books for toddlers to use:

20	board or vinyl books	approximately	$ 4.00	each
20	varied books such as:	approximately	12.00	each

The Very Hungry Caterpiller

Goodnight Moon

Peter's Chair

The Runaway Bunny

Three Kittens

Baby Farm Animals

The Animals of Farmer Jones

A Child's Book of Everyday Things

Brown Bear, Brown Bear, What Do You See?

Ask Mr. Bear

The Snowy Day

Rosie's Walk

Mother Goose

Boats

Three Billy Goats Gruff

Music

10	rhythm instruments		2.00 -3.00 each
10	records or tapes such as: (for occasional use)		
	Quiet Time	approximately	$10.00 each
	Tempo for Tots		
	Music for Ones and Twos		
	Tickly Toddle		
	We All Live Together (Vol. 2)		
	Baby Can Do		